



Safeguarding Partnership Board

SAFEGUARDING ADULTS TRAINING FRAMEWORK TO SUPPORT COMPETENT PRACTICE

Short Title	Safeguarding Adult Training Framework
Document Purpose	This document is a revision of the previous training strategy (May 2016). It is based on current guidance, definitions and terminology and is subject to change. This document will be reviewed on a regular basis to consider and reflect any changes in legislation, guidance, terminology and practice.
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Author	Strategic Training Group
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Contact Details	Board Manager safeguardingpartnershipboard@gov.je

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Introduction

This Safeguarding Adults Training Framework is for use in Jersey to support individuals and organisations to undertake their safeguarding roles and responsibilities in a confident and competent manner. This is a positive step towards establishing more efficient and consistent safeguarding practice across Jersey.

There is an expectation that organisations (statutory, private or third sector) will ensure that all staff providing a service know how to respond to all concerns in line with Government of Jersey needs and where appropriate agendas from other jurisdictions.

Some individuals will work in settings which provide both universal and specialist services for adults and children. It is the responsibility of the organisation to determine the knowledge and learning that is required.

This training framework is for use by everyone who works or volunteers with adults who may be at risk of harm and/or abuse.

This includes:

- Adult Workforce Practitioners who may be able to contribute to assessments of parenting capacity
- Staff who support a whole family approach
- Other individuals, who offer a service within the community i.e. housing maintenance staff, receptionists of community centres etc.

N.B. There is separate Safeguarding Children Training Framework that you may also need to use within your organisations.

Existing Mandatory Standards

If your organisation already has an existing mandatory Safeguarding Framework: for example, 'Adult Safeguarding: Roles and Competencies for Health Staff' the training will meet the requirements of the SPB if it is generally aligned with this framework. Therefore, in this situation it is not necessary to complete this framework in addition to your agency standards.

However, if your organisation does not have a safeguarding framework in place, meeting the competencies would support an environment to meet the safeguarding expectations of the SPB.

This Training Framework provides the minimum standards expected by the SPB.

The Process

- This document covers a range of competencies which will reflect the variety of roles and responsibilities held by workers and volunteers who may meet adults at risk
- Everyone regardless of their job role must demonstrate competency in the core competencies which are those numbered 1-6
- Depending on an individual's role and responsibility, further competencies may need to be achieved and evidenced.
- It is the responsibility of the organisation/individual to determine the knowledge and learning that is required, however there are some suggested groups for the additional competencies

Read the Training Framework Document



Identify which competencies reflect the role, responsibilities and duties of the individual. A manager/individual can select any competencies additional to the core competencies that are relevant to their role or they can use the suggested competencies for certain groups



Plan for appropriate learning opportunities identified and accessed/provided



Manager and worker provide the evidence and record that the competencies have been achieved (evidence recorded must refer to a learning activity that has taken place in the last 12 months)



**Update and refresh
Competencies should be completed with staff at a minimum of every three years**

Context

This Training Framework document:

- Provides some guidance regarding how to identify the appropriate competencies for roles by suggesting groups within the workforce who have contact with adults who may be at risk of abuse
- Outlines the minimum competency for staff and volunteers within each group
- Provides suggestions regarding a range of training, learning and development methods and opportunities through which the competencies might be achieved
- Suggests a format for recording this evidence
- Suggests that the evidence is reviewed yearly to support development of workers

This Training Framework has been prepared following consultation with the partner agencies within the adult's workforce of Jersey and the Strategic Training Group for the Safeguarding Partnership Board. It is in accordance with the SPB Adult Procedures www.safeguarding.je and relevant legislation.

This Training Framework reflects research and local drivers and priorities.

Everyone, regardless of their job role, must demonstrate competency in the Core Competencies (1-6)

The content of learning opportunities should be proportionate to the individual's role and responsibilities, in order that it is relevant and meaningful.

Essential Information

This Training Framework acknowledges that in addition to traditional training events, there are different ways of learning and developing. Whilst training activities help to provide the knowledge and skills that contribute to staff being able to meet their competencies, attending a training course does not automatically mean that the competencies will have been met - discussion and verification after the event will be required.

Different recognised activities that could contribute to meeting the competencies include:

- Taught courses, conferences and briefings (single agency, multi-agency, joint courses – in house or external provider)
- Practice based workshops (single, joint and multi-agency)
- E-Learning /workbooks
- Personal research such as reading and using articles
- Self-directed learning and distance learning
- Mentoring and shadowing
- Reflective supervision
- SCB (Safeguarding Children Board) and SAB (Safeguarding Adults Board) briefings/Serious Case Review briefings
- Formal education/Qualification pathway
- Peer reviews, case conferences
- Learning / knowledge from previous qualifications

It is the responsibility of organisations to:

- Identify which competencies their staff/volunteers need to meet
- Recognise and consider different learning activities, in addition to traditional training events and ensure that these development opportunities are accessible; which includes allowing the individual the time to attend a training course or other learning
- Identify on-going developmental needs
- Identify and use a system to record learning and then evidence that the minimum competency has been achieved – this must be based on learning activities that have taken place within the previous 12 months. NB there is a template provided to record that competencies have been met – but any system that is clear on what has been evidenced, when, and how would be appropriate.
- Ensure that staff and volunteers are given learning, training and development opportunities within the appropriate timescales to enable individuals to meet their minimum requirements over a 3-year period
- Submit information about learning and development undertaken by staff to the Safeguarding Adults Board as requested

It is important that the opportunity to reflect on learning is also provided and recorded, to ensure the competencies were fully met.

These competencies can be assessed in several ways, often using mechanisms that are already in place to assess the level of skill and knowledge in staff members and volunteers. The following methods could be used to assess competency:

A manager could assess through:

- Induction programme
- Probationary period
- Direct observation
- Supervisions / one-to-ones
- Performance and Development Reviews (PDRs) / appraisals
- Discussion, formal or informal
- Questioning, individually or in staff meetings
- File audits
- Completion of an e-learning assessment module

A Trainer or Assessor could assess through:

- Direct observation as part of a qualification
- Coursework and assignments as part of a qualification

A practitioner could assess through:

- Peer audits

The Training Framework below contains suggestions of evidence that can be used to demonstrate the competency of staff members and volunteers. The decision about how to assess should be made by individual agencies, in a way that is appropriate and relevant for their workforce and their service users, as well as meeting any statutory and regulatory requirements.

It is recommended that assessments of competency take place as early as possible for all new starters – this will ensure that any development needs are identified as soon as possible, to reduce the risk of adults experiencing abuse or harm. These assessments of competency could be formal or informal, and could include discussion, questions at interview or observations of practice.

Timescale for Refresher/Update Training:

In the absence of any statutory requirement stating how often staff should attend training, it is recommended that training/learning is attended every three years (minimum), and, best practice would be for this to be multi-agency training. As well as meeting the competencies within the Framework, attending multi-agency training will support with learning, networking and will allow organisations to better understand the roles of partner agencies. This particularly applies to those who carry out safeguarding assessments and investigations.

Requirements and Responsibilities Relating to all Competencies:

The employing agency/organisation has the responsibility for:

- Ensuring and evidencing that staff meet the required competencies and the Core Values (below)
- The organisation, delivery and recording of learning undertaken.
- Ensuring that any Safeguarding Adults learning reflects the Core Values

The Safeguarding Adult Board has the responsibility for:

- Ensuring that partner agencies and organisations monitor, and quality assure the training / learning provided to enable staff to have the opportunity to meet the minimum requirements.
- Seeking assurance from employing agencies/organisations that the training/learning has been effective

Core Values

The Safeguarding Adults Training Framework is underpinned by Core Values that all staff and volunteers and safeguarding trainers should demonstrate throughout their evidence in meeting the competencies.

In Jersey, adults at risk are central to any decisions made about them. We are committed to safeguarding people in a way that supports them in making choices and having control about how they want to live.

The well-being of the adult throughout any safeguarding intervention is of paramount importance. This includes having control over their day to day decisions. In safeguarding work, there can be a difficult balance for professionals to strike between protecting people from harm and empowering people to make their own choices and remain in control of their lives.

All staff should regularly reflect on this philosophy, alongside employers and multi-agency policy and procedures. This is in line with the principles of Making Safeguarding Personal. The principles should inform the ways in which professionals engage with people at risk of abuse, harm or neglect.

- **Empowerment:** Personalisation and the presumption of person-led decisions and informed consent.

“I am asked what I want as the outcomes from the safeguarding process and these directly inform what happens”

- **Prevention:** It is better to action before harm occurs.

“I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help”

- **Proportionality:** proportionate and least intrusive response appropriate to the risk presented.
“I am sure that the professionals will work for my best interest, as I see them, and they will only get involved as much as needed”
- **Protection:** Support and representation for those in greatest need.
“I get help and support to report abuse. I get help to take part in the safeguarding process to the extent to which I want and to which I am able”
- **Partnership:** Local solutions through services working with their communities. Communities have a part to play in preventing, identifying and reporting neglect and abuse.
“I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professional will work together to get the best result for me”
- **Accountability:** Accountability and transparency in delivering safeguarding.
“I understand the role of everyone involved in my life”

(Adass 2018)

Engaging in a positive approach to multi-agency safeguarding adults’ practice, working effectively with all partners whilst ensuring that the adult remains at the centre of any safeguarding adults work

The Safeguarding Adults Training Framework

The competencies are set out below in suggested groupings. All staff must complete competencies 1-6 which are the Essential Competencies. Some staff must then complete additional competencies to reflect their role and responsibilities

A complete list of the competencies is available in Appendix 1

APPENDIX 1

CORE Competencies Level 1: Anyone who has contact with adults at risk, who may need to identify abuse and report concerns.

e.g. care staff, drivers, domestic staff, elected members, all front-line staff including community wardens, trading standards, housing officers, police officers, etc.

	Competency
1	Describe what an 'adult at risk' is and describe your role in safeguarding adults using your organisational and Safeguarding Partnership Adult's Board's – Multi- Agency Adult's procedures
2	Describe the possible signs and indicators of abuse as defined by their organisational and SPB procedures
3	Know what to do if you are worried about an 'adult at risk', how it should be recorded, how it should be shared safely and who to tell in your organisation and where to refer if necessary
4	Know that the views of adults at risk are central to any decisions made about them and describe barriers that may prevent an adult from disclosing abuse
5	Know where to locate their organisational policies and procedures and the Safeguarding Partnership Adults Board's Multi-Agency Procedures. Know the 5 principles of capacity as outlined in the Capacity and Self-Determination Law (2016)
6	Describe the principles of Making Safeguarding Personal (MSP) and how MSP would impact on practice

SPECIALIST Level 2: People with a professional/organisational responsibility for safeguarding adults because

- they have direct line management responsibility for service provision
- they have a specific role in implementing the local procedures.

All staff undertaking adult safeguarding enquiries/assessments (including independent sector), social workers, care managers, specialist police officers working in Public Protection, Health Professionals undertaking certain roles. IDVA's. JMAPPA, SPOCS. Jersey Care Commission Inspectors. Home managers, registered managers of provider services. GP's.

(Levels 1-6 plus)

	Competency
7	Describe their role and responsibilities in the multi-agency safeguarding adults process, at each level of the safeguarding process
8	Know how legislation, policy and procedures support safeguarding and apply this knowledge to support decisions and actions
9	Using MSP principles ensure service users/carers are supported appropriately to understand safeguarding issues to maximise their decision making, signposting to other services when safeguarding adults' criteria are not met
10	Be able to act to secure the immediate safety of the adult
11	Describe the principles of information sharing in accordance with local policy and procedure, relevant legislation and relevant internal guidance
12	Demonstrate the required level of skill and knowledge to undertake a safeguarding adult's response
13	In discussion with the adult, lead a safeguarding plan ensuring that making safeguarding principles are fully embedded throughout

ADVANCED Level 3: This group is responsible for ensuring the management and delivery of safeguarding adults services is effective and efficient. In addition, they will have oversight of the development of systems, policies and procedures within their organisation to facilitate good working partnerships with allied agencies to ensure consistency in approach and quality of service

Service managers, safeguarding leads and coordinators in health and social care, PPU, and police divisional managers, policy and compliance officers. Chief Inspector - Jersey Care Commission.

(Levels 1-13 plus)

14	Make sound and consistent decisions as part of implementing policy, procedures and learning from a range of reviews to inform service development
15	Understand the roles and responsibilities of operational managers within the safeguarding adults process and how systems support good practice, including SPB escalation and resolution policy
16	Carry out effective and timely supervision with practitioners engaged in safeguarding adults

STRATEGIC Level 4: This group is responsible for ensuring their organisation is, at all levels, fully committed to safeguarding adults at risk and have in place appropriate systems and resources to support this work in an intra and inter agency context.

Directors and Assistant Directors, Heads of Services, Elected Members. SPB members.

(Levels 1-16 plus)

	Competency
17	Lead the development of effective policy and procedures for safeguarding adult services in your organisation
18	Ensure plans and targets for safeguarding adults are embedded in a strategic level across your organisation
19	Promote awareness of safeguarding adults' systems within your organisation and outside of your organisation
20	Develop and maintain systems to ensure the involvement of those who use your services in the evaluation and development of your safeguarding adults' services
21	Describe the role of and relationship with the Safeguarding Adults Board